



## Prezi-Based Learning Media Improves Understanding of Content and Messages from Fairy Tales for Third Grade Elementary School Students

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### Abstrak

Permasalahan yang sering terjadi di lapangan adalah media pembelajaran tidak tersedia dalam jumlah yang cukup atau harus memenuhi kebutuhan kurikulum. Hal ini berdampak pada kemampuan dan pemahaman siswa yang kurang. Berdasarkan hal tersebut, penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis Prezi guna meningkatkan pemahaman isi dan pesan cerita dongeng bagi siswa kelas III Sekolah Dasar. Metode penelitian ini yaitu metode penelitian Research and Development dengan menggunakan Prosedur penelitian menurut Borg & Gall. Validator ahli yaitu ahli media dan ahli materi. Uji kepraktisan dilakukan oleh guru dan siswa. Uji coba produk skala kecil menggunakan 8 siswa kelas III yang dan coba kelompok besar menggunakan 23 siswa. Metode pengumpulan data meliputi observasi, wawancara, angket, dokumentasi dan tes. Instrumen penelitian berupa angket. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Penelitian menunjukkan hasil pada tahapan validasi produk oleh ahli materi memperoleh skor 90,9% dan ahli media memperoleh skor 85,4% yang masuk dalam kategori sangat layak. Keefektifan media diuji dengan menghitung nilai tes awal dan tes akhir menggunakan uji- t berpasangan diperoleh perbedaan kemampuan dan hasil belajar siswa sebelum dan sesudah menerapkan media pembelajaran berbasis Prezi. Disimpulkan media pembelajaran berbasis prezi mampu meningkatkan kemampuan siswa dalam memahami materi dongeng dan dapat menyampaikan pesan dongeng pada muatan pembelajaran Bahasa Indonesia.

**Kata Kunci:** Media Pembelajaran, Prezi, Pemahaman Dongeng, Sekolah Dasar

### Abstract

Problems often occur in the field because learning media are unavailable or must meet curriculum needs. This has an impact on students' abilities and understanding, which need to be improved. Based on this, this study aims to develop Prezi-based learning media to improve understanding of the content and messages of fairy tales for grade III Elementary School students. This research method is the Research and Development research method using the Research Procedure according to Borg & Gall. Expert validators are media experts and material experts. Teachers and students carry out practical tests. Small-scale product trials using 8 grade III students and large group trials using 23 students. Data collection methods include observation, interviews, questionnaires, documentation, and tests. The research instrument is a questionnaire. The data analysis techniques used are qualitative, quantitative, descriptive analysis, and inferential statistics. The study showed that material experts' results at the product validation stage obtained a score of 90.9%, and media experts obtained a score of 85.4%, which was included in the very feasible category. The effectiveness of the media was tested by calculating the initial and final test scores using a paired t-test to obtain differences in student abilities and learning outcomes before and after implementing Prezi-based learning media. It is concluded that Prezi-based learning media can improve students' abilities to understand fairy tale material and can convey fairy tale messages in Indonesian language learning content.

**Keywords:** Learning Media, Prezi, Fairy Tale Understanding, Elementary School

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## 1. INTRODUCTION

Technology development, such as radio, television, computers, telephones, mobile phones, and the Internet, is increasing rapidly. Technological advances are widely used in various aspects of life, including education (Corry & Stella, 2018; Nugroho & Mutiaraningrum, 2020). Technology is used in education through computer-based media or the Internet. The use of media as information or teaching materials can be conveyed with images, animations, text, sound and graphics that are presented attractively so that it is more meaningful for students to learn and achieve learning goals (Juniari & Putra, 2021; Lomicka & Ducate, 2021). Learning media plays an essential role in the education process because learning media can attract students' attention to pay attention to the material so that students can receive and understand the material well and quickly (Juniari & Putra, 2021; Lomicka & Ducate, 2021; Purnamasari & Herman, 2017). Learning media is a tool that helps students to understand and capture something easily and remember it for a long time compared to materials delivered face-to-face and lectures without aids. In its application, the media used must be based on student characteristics, material suitability, and technological developments (Hakim et al., 2023; Juniari & Putra, 2021; Lomicka & Ducate, 2021).

Previous studies have stated that problems often occur in the field because learning media are unavailable in sufficient quantities or must meet curriculum needs (Habibi & Setyaningtyas, 2021; Juniari & Putra, 2021). Other studies have also revealed that the lack of learning media that facilitates students' learning causes a mismatch between what is taught and what students need to understand the concept (Joon Woei et al., 2021; Sapitri et al., 2021). The media used by teachers sometimes needs to be adjusted to the development of the age of elementary school students, causing difficulties in understanding and accepting the material (Juniari & Putra, 2021; Lomicka & Ducate, 2021). The observations at SDN 2 Tambakromo also found that learning media, especially in learning Indonesian, still needed to be improved. Based on the results of interviews in class III, low student learning outcomes were obtained in the fairy tale material in the Indonesian language subject. This is due to the need for more students to understand the content and messages contained in the story and the limitations of the media, which only uses books. Teachers may need to be better trained in using technology or learning media, so they are less able to develop learning media that are appropriate to the material and characteristics of students.

One way that can be used to improve students' understanding of the material being taught is by implementing new, interactive, and developing media with the latest technology. Media that is by this technological development is Prezi media. Prezi is a presentation software that is connected to the internet. Prezi is useful for exploring various ideas on a virtual canvas. The Prezi program implements a 'Zoom User Interface' (ZUI), making it easy to enlarge and reduce the appearance of the presentation media presented (Alicea, 2017; Susanti, 2019). In addition to being used for presentations, Prezi is also used as a medium to explore various ideas on a virtual canvas (zoomable canvas) (Alicea, 2017; Moulton et al., 2017; Susanti, 2019). The virtual canvas makes it easier to edit because there is no need to move slides. It can insert images, videos, or text as needed, and users can animate the movement of each sentence that is dynamic and varied (Kumala et al., 2019; Nirfayanti & Syamsuriyawati, 2019).

In the context of elementary schools, Prezi can enhance students' learning experiences through more engaging and interactive delivery of materials. With Prezi, students are invited to explore lesson concepts through dynamic visualizations, such as maps, diagrams, and animations, which make information more accessible to understand and remember (Kumala et al., 2019; Nirfayanti & Syamsuriyawati, 2019). Prezi also supports collaboration, where students can create presentations, encouraging active involvement and teamwork (Alicea, 2017; Susanti, 2019). In addition, Prezi's zooming and pathing features help explain the

relationship between different ideas or concepts more clearly and in a structured manner. The advantages of using Prezi are: 1) templates and themes are more varied than PowerPoint; 2) Many themes are funny and exciting and can be selected online; 3) Implementing the ZUI (Zooming User Interface) method; 4) Through a Prezi account, you can share the results of the presentations that have been made (Argarini & Sulistyorini, 2018; Hakim, 2017). This application is easy to use because the toolbar provided is a little.

Previous research findings state that using learning media is essential because it can improve student learning outcomes (Ismawanti et al., 2022; Latifah et al., 2020; Muhibbin et al., 2021). Other studies also reveal that Prezi media can increase students' enthusiasm and motivation to learn (Argarini & Sulistyorini, 2018; Hartini et al., 2017). It is concluded that Prezi media can help elementary school students learn. However, there has yet to be a study on Prezi-based learning media to improve understanding of the content and messages of fairy tales for third-grade elementary school students. Based on this, this study aims to develop Prezi-based learning media to improve understanding of the content and messages of fairy tales for third-grade elementary school students. Applying Prezi media as a learning medium will likely increase students' understanding of the content and convey the message of fairy tales in Indonesian language subjects. In this learning, students are expected to be able to understand the content of the story and be able to convey the message of the story both in writing and orally.

## 2. METHOD

This research method is the Research and Development research method modified from the RnD research model from Borg and Gall. The research and development method is a research method used to produce a particular product and determine the effectiveness of the product (Sugiyono, 2015). According to Borg & Gall, research procedures include potential problems, data collection, product design, design validation, design revision, small group trials, revision, large group trials, revision, and mass production (Sugiyono, 2015). To obtain a particular product, research is conducted in the form of needs analysis (using survey or qualitative methods) and to test the product's effectiveness so that it can be known how effective the product is. In order to function properly and reach the wider community, research is needed to test this product (using experimental methods) (Sugiyono, 2015).

This research was conducted at SDN 2 Tambakromo. The research subjects were 23 students in grade III of SDN 2 Tambakromo, Blora Regency. Data were obtained through interviews and direct observation. SDN 2 Tambakromo, Cepu District, Blora Regency's grade III teachers were the research subjects. The teachers acted as a data source regarding the needs obtained through questionnaires and played a role in assessing Prezi-based learning media. The expert validators in this study were media experts and material experts. These experts acted as validators tasked with testing the feasibility and effectiveness of the products developed by researchers in terms of media, material, and language. A small-scale product trial was conducted at SDN 2 Tambakromo by taking 8 grade III students selected using a small group trial. The large group trial was conducted in grade III of SDN 2 Tambakromo, totaling 23 students.

Data collection methods include observation, interviews, questionnaires, documentation, and tests. This study uses observation techniques by observing teachers and students in learning activities using Prezi-based learning media. This study uses a questionnaire for expert validation tests and teacher and student response questionnaires. The expert validation questionnaire is used to determine the feasibility of the Prezi-based learning media that has been created. The research instrument in the form of a questionnaire is presented in Table 1 and Table 2.

**Table 1. Prezi Media Expert Assessment**

No.	Indicator	Descriptor
1.	Accuracy with the objectives to be achievedS	1. In accordance with the Learning Outcomes (CP) 2. In accordance with the Learning Objectives (TP) 3. In accordance with the Indicators of Achievement of Learning Objectives (IKTP) 4. Corresponds to the Flow of Learning Objectives (ATP) 5. The material presented is in accordance with the level of development of students
2.	Teacher skills in operating the media	6. The content and content presented are in accordance with the fairy tale material 7. The use of media is easy for teachers to use 8. Can be presented in an interactive form
3.	In accordance with the characteristics and thinking ability of students	9. The design that is displayed is interesting 10. The colours used are interesting 11. The images used are interesting 12. The text used is easy for teachers and students to understand.

**Table 2. Material Expert Assessment**

No.	Indicator	Descriptor
1	Accuracy with the objectives to be achieved with CP, TP, and ATP	1. The material on the media is in accordance with the Outcomes Learning (CP) 2. The material on the media corresponds to the TP (Learning Objectives) 3. The material on the media is in accordance with the flow of learning objectives (ATP)
2	Suitability of material with questions on the media	4. Questions on the media can improve critical thinking skills in students through image observation 5. Questions on the media can increase students' knowledge 6. Questions on the media can add learning resources to students
3	Appropriateness of the material to the level of thinking of students	7. The material on the media is in accordance with the emotional development of learners 8. The material on the media is in accordance with the intellectual development of the learners 9. The material on the media is in accordance with the environment in the learners' daily life
4	The suitability of the material with the images on the media	10. The images used in the media are in accordance with the material 11. The images used in the media are clear and can help students understand the material. 12. Assist learners in understanding the material

The data analysis techniques are qualitative descriptive analysis, quantitative analysis, and inferential statistics. Qualitative descriptive analysis is used to manage data in the form of input provided by experts regarding Prezi-Based Learning Media. Quantitative descriptive analysis is used to manage data in the form of scores provided by experts regarding Prezi-Based Learning Media. Inferential statistical analysis is used to test the effectiveness of

Prezi-Based Learning Media in improving understanding of Content and Messages of Fairy Tales in third-grade elementary school students.

### 3. RESULTS AND DISCUSSION

#### Results

The purpose of development research is to develop a product by starting from needs research and then developing it to produce a valid and tested product through validation from experts. So the purpose of this study is to test the feasibility and effectiveness of Prezi-based learning media in learning Indonesian content for grade III SDN 2 Tambakromo. This Prezi-based learning media product is a presentation media created or designed through the Prezi application which is presented with images, text that is interesting to read and understand. This media presents a fairy tale 'The origin of coconut trees' where students can read with a zoom out or zoom in system for easy viewing and it is hoped that students can understand the contents of the reading and be able to state the message of the story contained. The results of prezi-based learning media development research for Indonesian language subjects include: development of Prezi Media, feasibility of Prezi Media, and effectiveness of Prezi Media. To find out the stages of prezi media development research presented in the steps below;

The first step was to identify the problems that occurred at SDN 2 Tambakromo in class III. From this identification, there are several problems. The first problem is the lack of media application in Indonesian language subjects, teachers are accustomed to using books without applying other media when explaining learning. The second problem is the unoptimal ability of students in understanding the content of the story and conveying the message of the story contained in the fairy tale in grade III students of SDN 2 Tambakromo in Indonesian language subjects. These two problems became the basis for researchers to conduct research in an effort to solve problems in class III at SDN 2 Tambakromo.

Step Two, collecting data. After identifying and obtaining information about the problems and potential that exist at SDN 2 Tambakromo in class III, the next step is for researchers to collect data to solve problems. As a solution to the problems that occur, researchers conducted research on the development of Prezi-based learning media. Prezi Media development adjusts the needs of teachers and students obtained from questionnaires or questionnaires distributed. The contents of the needs questionnaire or questionnaire of teachers and students adjust to the making of the product. Prezi media has fulfilled the media function namely (1) this attention function contains media that attracts and directs students' attention in concentrating on the content of the lesson displayed, (2) this affective function contains media that can be seen from the level of student interest when studying (or reading) illustrated text. The images displayed are able to provide a stimulus for students to receive the meaning of the images seen, (3) the cognitive function of loading the media displayed can facilitate students' objectives to understand and remember the messages contained in the material or images displayed, (4) the compensatory function of loading learning media is seen from the results of the study.

The third step is designing the product. In this step, researchers began to develop a design that aims to improve students' ability to understand the content and message of fairy tales for class III SDN 2 Tambakromo in Indonesian language subjects. The selection of learning media should not be separated from the context, which means that the media is a component of the overall construction system. Choosing media needs to consider factors such as learning objectives, media needs, student characteristics, learning strategies, time allocations, supporting resources and assessment procedures needed.

The fourth step, prezi-based learning media product development is based on the results of the needs analysis of teachers and students of grade III SDN 2 Tambakromo. Prezi-

based learning media contains material on understanding the content and message of fairy tales entitled ‘The origin of coconut trees’: 1) This prezi-based learning media is in the form of a powerpoint softfile that contains interestingly designed fairy tale material; 2) This product is presented in an attractive form and content consisting of several presentation slides and there are fairy tale videos that can be displayed through an LCD projector; 3) the content of the material is presented in the order of the title, learning objectives, and the content of the material adjusted to the basic competencies and material indicators; 4) This learning media is expected to be able to attract students in learning to easily understand the contents and messages of fairy tales. The development results are presented in [Figure 1](#).



**Figure 1.** The Results of Prezi-Based Media Development

Step five, validating the product design. Prezi learning media has been developed to test its feasibility through 2 stages. These two stages of testing include material expert validation tests and media expert validation tests conducted by experts. The results of the material expert and media expert tests are presented in [Table 3](#).

**Table 3.** Material Expert and Media Expert Validation Test Results

Validation	Percentage	Category
Media expert	85,4%	very feasible
Material expert	90,9%	very feasible
Average	88,15%	very feasible

Based on the results of the material expert questionnaire, it is known that the overall value of prezi media is 44 or in the form of a percentage of 90.9% in the very feasible category. The results of the media expert questionnaire, it is known that the overall value of prezi media is 41 out of 48, so the percentage is 85.4% in the very feasible category. The results of research conducted in class III SDN 2 Tambakromo with 23 students showed that the results were very feasible for prezi media. Prezi media is declared very feasible to be applied to Indonesian language learning material on understanding the content and message of fairy tales in class III, the percentage of responses from teachers is 97% and students are 95% in the very good category. Based on data analysis, it can be concluded that the use of prezi media as media in Indonesian language learning is one of the technological media that is practical and easy to use in educational units.

The effectiveness test of using prezi media was conducted to determine the effectiveness of using prezi media on students' ability to understand the content and message of fairy tales. To determine the effectiveness of prezi media, it was analysed using paired t-test. The results of the test analysis showed that in the small group test, the value of  $t_{hitung} = 13.84$  and  $t_{table} = 2.364$  was obtained. From the calculation results obtained  $t_{hitung} = 15.00 > t_{table} = 2.570$  then  $H_0$  is rejected while  $H_a$  is accepted or interpreted that the media is appropriate to be applied in learning to improve students' ability to understand the content and message of fairy tales in Indonesian language material. Then in the sample test analysis in the large group showed the results of the value of  $t_{hitung} = 14.46$  and  $t_{table} = 2.144$ . From the calculation results obtained  $t_{hitung} = 14.46 > t_{table} = 2.144$  then  $H_0$  is rejected and  $H_a$  is accepted or interpreted that prezi media is feasible to use in learning Indonesian. There was an increase in student learning outcomes in the material of understanding the content and message of Indonesian language stories in class III by looking at the average score. The KKM for learning outcomes in small groups is 70. The average pretest score, which was originally 32, increased to 83 in the post test score. It was found that there was an increase in the ability to understand the content and message of fairy tales in the large group whose KKM for learning outcomes was 70. The average pretest score was 43 which increased to 86 in the post test score. The N-Gain value calculated in the small group trial is 0.76 and the large group trial is 0.77 which is in the high category.

## Discussion

The results of the data analysis show that the Prezi-based learning media developed is feasible to be applied to the Indonesian language subject in class III of SDN 2 Tambakromo. Several factors that cause this. First, prezi-based learning media is based on technological developments; it is easy to use and implement in learning. This is supported by previous studies, which revealed that the Prezi media developed is feasible to be applied in learning (Nirfayanti & Syamsuriyawati, 2019; Rohiman & Anggoro, 2019). In learning, using Prezi-based media can increase the effectiveness of class 3 of elementary school. In addition, prezi media can be an alternative presentation or teaching media by applying the suitability of current technology; it is easy to use and implement so that learning is more effective and exciting. Prezi media makes students active and creative to improve learning outcomes (Argarini & Sulistyorini, 2018; Rohiman & Anggoro, 2019). In addition, Prezi allows for interactive elements such as images, videos, and diagrams that can make the material more interesting. This interactivity can help students become more involved in learning, thus increasing their concentration and understanding (Hartini et al., 2017; Nirfayanti & Syamsuriyawati, 2019). Prezi makes it easy to organize material in the form of concept maps so that ideas are delivered more structured and logical. With this learning media, students can see the general picture and interconnected details, thus facilitating understanding.

Second, prezi-based learning media is suitable for use in learning because it can increase student activity and improve student learning outcomes in the ability to understand the contents and messages of fairy tales. Students become focused and active in listening and understanding the material on each slide of the Prezi media presentation displayed on the projector screen. This is because by using Prezi-based media, learning becomes more active. After all, Prezi media can connect and strengthen theories with navigation displays, zooming, images, and animated videos, which foster students' interest in learning (Argarini & Sulistyorini, 2018; Rohiman & Anggoro, 2019). Students can easily understand through interactive media to make learning more active and motivated (Kumala et al., 2019; Putri Nasution & Siregar, 2018; Rohiman & Anggoro, 2019). Through the zoom feature, Prezi allows students to see big concepts first and then enlarge more minor details. This feature helps students understand how large and small pieces of information relate to and influence

each other (Kumala et al., 2019; Putri Nasution & Siregar, 2018). Visual appeal can help keep students' attention and make learning more enjoyable (Fatimah & Santiana, 2017).

Third, prezi-based learning media is easy to implement in learning because it is easy to use and makes learning more varied with the use of technology-based media so that it is not limited to printed books. The use of learning methods that are not continuous with the media will affect students' willingness and enthusiasm for learning (Nirfayanti & Syamsuriyawati, 2019; Rohiman & Anggoro, 2019). So, by using Prezi-based learning media, students can become happier and more enthusiastic about learning media. This is to previous findings which state that learning media can increase student interest, foster motivation and learning stimulation, and channel good psychological impacts for students (Arif & Mukhaiyar, 2020; Nirfayanti & Syamsuriyawati, 2019; Rachmawati et al., 2023). The development of increasingly diverse learning media using developing technology makes it easy for teachers to access and apply Prezi-based media in learning so that students can focus on the material presented in the media.

Other studies explain that using Prezi learning media also increases student learning outcomes (Argarini & Sulistyorini, 2018; Hartini et al., 2017). Prezi learning media increases student motivation in learning (Kumala et al., 2019; Putri Nasution & Siregar, 2018). Prezi learning media is suitable for use in various subjects, such as Indonesian language subjects, and in the content and message material of fairy tales in grade III. This makes students more interested and enthusiastic in learning and makes it easier for them to express themselves by conveying the content or message of the story so that the learning atmosphere seems lively. The limitation of this study is that it only examines the effect of Prezi on students' understanding of Indonesian language learning. Other studies are expected to examine the effect of Prezi on other variables. The study implies that Prezi-based media can improve students' ability to understand the content and message of fairy tales so that learning outcomes increase above the average KKM. This study implies that Prezi-based media can be used as a technology-based learning medium that is easy to use and can be applied by teachers in the learning process to convey the material to be studied. Both students and teachers get good benefits from using Prezi media. Students will improve their self-development in understanding the content and messages of fairy tales; teachers will also get breakthrough ideas for media based on current technological developments that are easy to apply and implement in the learning process.

#### 4. CONCLUSIONS AND SUGGESTIONS

The results of the data analysis explain that Prezi-based media is included in the category of very feasible to be applied in learning. Based on the N-Gain value in the small group trial with a high classification, the trial in the large group is also high. The results of the t-test value state that there is a difference in the average pre-test and post-test scores, indicating an increase in students' abilities to learn Indonesian. It is concluded that prezi-based media can improve elementary school students' abilities to learn Indonesian in grade III.

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